

Wilderness and Civilization – NRSM 373

Fall 2017

Instructor: Joanna Campbell joanna.campbell@umontana.edu 243-6916

Class time: MW 9:30-10:50 a.m.

Jeanette Rankin Hall 203 & Outdoors

Office Hours: Main Hall 307 (stop in or email for an appointment)

Course Goals

NRSM 373 is a seminar class that draws from field trip experiences, guest speakers, and supplemental readings to:

- Explore social perspectives on the human-nature relationship focusing on wilderness, working landscapes, and other areas important for conservation;
- Learn from a range of people with different perspectives—ecologists, ranchers, foresters, tribal members, conservation activists, land managers, developers, and others;
- Take an historic look at how interactions among humans and nature have changed and evolved over time;
- Consider needs/responses/applications for the future; and,
- Reflect and articulate your personal perspective on wilderness, conservation, your land ethic.

Course Description

In the context of trying to understand natural and cultural environments of our past, present, and future, we will explore wilderness in terms of historical values, contemporary actions, and future perspectives. We will unify themes across all courses in the Wilderness and Civilization program, draw from field trip experiences, case studies, community engagement, and High Country News article discussions. We will learn from professionals, academics, and most importantly, each other.

The assigned reading for this class is Aldo Leopold's [A Sand County Almanac](#), though much of the 'text' for this class comes from the community experiences, traveling to field trip locations throughout Montana, and engaging with people and places.

Evaluation

20% Attendance, Participation

20% Response papers to field trips

20% Final project

15% In-class assignments

10% High Country News Assignment

10% Sit Spot Assignment

5% Fall Trek Blog Entry

20% class participation/field trip discussions

Due before Wed. class after field trips

Proposal topic due: Nov 2 - Final: December 11

Field Journal Writing Prompts & Reflections

1 pair of students will present on Mondays

4 sit spot entries (1 in Sept., 2 in Oct., 1 in Nov.)

To be completed by 9/20 – email Joanna by 10 p.m.

** Late assignments: 1/2 grade per class per day that assignments are late. All assignments are due at the start of class unless specified ahead of time.**

Fall Trek Blog Entry

Part of your grade in NRS 373 is writing for the Wilderness & Civilization Blog. Reflect on your backpacking trip and write one entry about your experience of the Fall Trek.

- 3-4 well crafted paragraphs - 300-500 words
- If you have images, that's great! 800 pixels wide, and please send jpegs
- Email your entry to joanna.campbell@umontana.edu by **10 p.m. on 9/20/17**

Attendance, Participation, & HCN Class Discussion

Each student is required to think critically and constructively and to contribute to the quality of discussions both on our field trips and during class periods. Please respect the collective learning experience by being punctual, attentive, and prepared for class and field trips. Participation points will be granted as follows:

- Attendance and Participation in Class (20 points): You are allowed two excused absences; more than that and you will receive one less point for each class missed, and a half point off for each late arrival.
- High Country News Assignment (10 points): Each student will work with a partner to select an article in High Country News.

Email the class on Wednesdays of the week before you are assigned to present (always on a Monday) and indicate which article you've chosen. Prepare 5 minutes of an overview of the article, discussing why you chose it and the relevance. Lead the class in a 7-10 minute discussion. Points will be subtracted for going over 10 minutes of discussion or under 7 minutes.

Field Trips, Response Papers, & In-Class Assignments

Reflect on your conversations and experiences during the field trips. We will continually draw on our field experiences for in-class activities and discussions. Missing field trips will hurt your grade. You are allowed one PRE-ARRANGED excused absence for field trips (and no weekend absences). Otherwise, your grade will reflect absence. We are very strict on this policy because field trips are time intensive, and guest speakers are giving us their time to meet with us. Not showing up not only reflects poorly on the program, but it also diminishes your experience in the program. Field trips are demanding and time intensive, but it is one semester, and it is important to participate.

The goal of response papers and in-class assignments is to take concrete experiences, such as field trips and meetings with guest speakers, and use our in-class discussions and debates to reflect on these experiences from different angles in order to more fully understand the connections between issues. From reflection, you will increase your ability to conceptualize goals, actions, and ways to participate in solutions. Response papers require weekly engagement in topics and help inform decisions that may lead to investigations for case studies and further involvement. In-class assignments are meant to supplement class discussions and activities. The papers should be 1-2 pages in length and should be a personal reflection (as opposed to simply recounting events) on the field trip/activity. You will receive no more than a 75% if your paper is late, and 5% for every day it is late beyond Wednesdays.

****Permission Slip****

As you reflect and consider what you'd like to write in your response paper, I encourage you to be creative, to be open, and write according to what inspires you. If you're drawn to write a personal story in response to an experience, do that. If you want to write about what the field trip reminds you of or makes you wonder about, that's okay too. Original poems and songs are also acceptable. If you would like to use other mediums – original art or photography – I will accept these; I only ask that you accompany artwork and photography with a brief 1-page explanation.

If you need to follow a formal structure for the response papers, you may also use the following:

- **Knowledge** – Who, what, where?
- **Summary** – The summary should be concise - often times a few sentences is sufficient - with more focus given to your response. You do not need to report in full the information that you learned on a particular field trip, but rather weave in important details (facts, stories, quotes) that illustrate and provide context for your own ideas. Draw on ideas from readings, speakers or discussions, and push yourself on topics that inspire or confuse you.
- **Application** – Consider the different perspectives, make connections to course topics, and offer your personal perspective. Why is this topic significant?
- **Synthesis** – What would you predict based on...?
- **Evaluation** – Do you agree with the issues discussed? What is your opinion? Unless otherwise noted, all response papers are due at the start of class the following Wednesday. Electronic versions or paper copies are acceptable.

Final Project: Draft due November 15, Final due December 11

You will have multiple options for a final project for this course. Details on the final project will be made known at the beginning of November and will be responsive to class goals and direction. If you are stressed about this at the beginning of the school year, please make an appointment to chat with me.

Sit Spot Assignment: "Weave the landscape into your biography."

The main intention of the sit spot is to provide a place and structured time for students to practice observation, exploration, and reflection of the natural world and their relationship to it. Also, it is a place where students should incorporate many of the journaling techniques introduced throughout the semester. Each sit spot session must be at least 45 minutes to 1 hour. You are required to complete one entry in September, two in October, and one in November. The entries must be in your field journal. These journaling strategies take the following forms:

Empirical Observations:

Please record the time, date and weather of each sit spot visit. It is not required but recommended to write a short narrative, approximately a paragraph, of each visit. For each entry, draw 4 maps of your sit spot through these 4 different lenses:

- Hydrology and Geology: creeks, ponds, pools, wet spots, culverts, etc.. & soils (sandy, silty, clay), organic detritus, rock outcrops, topographic features (slope, view, orientation, etc.)
- Fauna: tracks, runs, trails, beds, scat, sightings, sounds, carcasses, hair, etc.
- Flora: trees, shrubs, forbes, grasses, ferns, mosses, lichens

- Disturbance: human caused, wind throw, flooding, fire, invasive species

Reflection on Sensing and Knowing:

Each map must be accompanied by a personal reflection of what else you are observing in the sit spot. This is very open-ended and meant to push you to write about what kind of experience you are having at your sit spot on the day you choose to create your entry. It is intended to be a 'free-write' exercise in which you explore your connection to that place outside of the more formal empirical observations.

The **completed sit spot assignment is due on November 20**. It should include one entry from September, two from October, and one from November. Journals will be collected at that time and graded.

Academic Misconduct and the Student Conduct Code:

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at [Student Conduct Code](#).

Course Topics and Field Trips

Week 1

September 18:

- Trek debrief
- Hellgate Treaty
- Timeline of Land Management
- Wilderness & wilderness and their ironies
- Writing prompt: I am From...

September 20:

- NWPS/Wilderness Act
- Wilderness & wilderness ironies
- Timeline of Land Management Agencies
- Writing prompt:
- **DUE: Fall Trek Blog Entry by 10 p.m. – Email Joanna!**

Friday Field Trip: Bitterroot Fire and Farming: Dave Campbell, Mick Harrington, Steve Arno, and SweetRoot Farm

Week 2

September 25:

- Land Ethics through Storytelling
- A Sand County Almanac and the lessons of Aldo Leopold
- Writing prompt: Who have been your teachers? Who are your teachers?

September 27:

- Community Based Conservation in the Swan Valley, MT
- Wilderness Character Monitoring

- Writing prompt:
- DUE: Response Paper

Weekend Field Trip: We will introduce wilderness character monitoring through campsite inventories in the Mission Mountains wilderness.

Week 3

October 2:

- Economics of Wildland Preservation
- Guest Speaker: Tom Power
- Writing prompt:

October 4:

- Rural Montana Economies and Mock Survey
- Guest Speaker: Jeremy Sage
- DUE: Response Paper

Weekend Field Trip: We will explore eastern Montana conservation issues, meet with local ranchers, the CMR National Wildlife Refuge, and the American Prairie Reserve.

Week 4

October 9:

- Writing for Wilderness – Writing into Uncertainty
- Learning craft techniques to elevate our writing and make it more effective
- Writing prompt:

October 11:

- Community and the Politics of Place
- Guest speaker: Dan Kemmis
- Writing prompt:
- DUE: Response Paper

Weekend Field Trip: A field trip to explore the Centennial Valley, learn about sage grouse restoration, and meet with policy makers and landowners about community conservation and species specific conservation.

Week 5

October 16:

- Ecotones in Nature, Community, and Writing
- Lessons from Florence Krall and John Elder
- Writing prompt:

October 18:

- The Animacy of Grammar, Reciprocity, & Language Restoration
- Lessons from Robin Wall Kimmerer – It-ing of Nature
- Exploring the confluence of writing and the history of the Yaak Valley
- Writing prompt: Write about the land without using the word, “it.”
- DUE: Response Paper

Weekend Field Trip: We will explore timber communities in NW Montana, talk with conservationists and mining engineers, do a service project on trail restoration with the Friends of Scotchman Peaks, while staying at a FS cabin for the long weekend.

Week 6

October 23:

- Recreation and Counterculture: Lifestyle, Identity and Ethics at the “Supermarket of the Outdoors”
- Special guest: Rachel Gross
- Writing prompt:

October 25:

- Wilderness, wildness, and embodiment with Bill Borrie
- Writing Prompt:
- DUE: Response Paper

Weekend Field Trip: Creative Writing, Yoga, & Story Sharing with Roger Dunsmore & Jenni Fallein – Coeur d’alene, ID - Overnight

Week 7

October 30:

- Seeking the Unexpected in Your Backyard: Journals, Photography, Tree Gazing, Naps and Other Practices for Healing Fractured Hearts & Minds
- Writing prompt:

November 1:

- Exploring local conservation strategies within Missoula city limits with Natalie Dawson and Joanna Campbell
- The Blackfoot Challenge and Community Based Conservation
- Writing prompt:

Friday Local Field Trip: Moon-Randolph Homestead – Tour, Service Learning, Picnic, & Field Journals

Week 8

November 6:

- The Need for Creativity in Wilderness & Conservation
- Wendel Berry’s Wisdom on Imagination
- Elizabeth Gilbert’s Big Magic
- Guest speaker: Virginia Ralph
- Writing prompt:

****Evening Program: Sense of Place Workshop with Virginia Ralph 6-8 p.m. – ZAAC****

November 8:

- Midterm Check In
- Programmatic goals & community health
- DUE: Response Paper

November 9: Internship Fair – 5:30-6:30 – JRH 203

No Field Trip

Week 9

November 13:

- Farm Tales from the South
- Guest speaker: Rev. Dr. Dennis Campbell
- Writing prompt:

November 15:

- Sustainable Food Systems in Missoula
- Robin Wall Kimmerer: The Honorable Harvest
- Writing prompt:
- DUE: Draft of Final Project

Friday Local Field Trip: Missoula Tour - landfill, ecompost, waste water, library, scavenger hunt, pacific recycling, home resource

Week 10

November 20: Student/Faculty Forum

DUE: Sit spot assignment – four completed entries in your field journal

November 22: Travel Day

No Field Trip

Week 11

November 27:

- Cultivating a Sense of Place – Excerpts from TTW, Ross Gay, Joy Harjo
- Writing prompt:

November 29:

- The Poet's Guide to Writing about the Land
- Kathleen Norris, Joe Wilkins
- Writing prompt:
- DUE: Response Paper from 11/17 Field Trip

No Field Trip

Week 12

December 4:

- Final thoughts on A Sand County Almanac
- Revisiting: Seeking the Unexpected in Your Backyard: Journals, Photography, Tree Gazing, Naps and Other Practices for Healing Fractured Hearts & Minds
- Writing Prompt:

December 6:

- The Citizen's Role & How to Be Brave & Sane: Moving Forward into Uncertainty
- Writing Prompt:
- DUE: Response Paper

December 8-9: FALL RETREAT

Week 13

December 11:

- Student Presentations